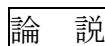


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High school geography in the 2009 Japanese National Curriculum: Reflections on Japanese Social Studies education history

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I . Purpose of this presentation and school education system in Japan

Purpose of this presentation is to introduce new high school geography curriculum in the 2009 revised National Curriculum that is following primary/lower secondary revision in 2008, and to discuss this curriculum from Japanese social studies education history.

The Japanese modern school education system has been administrated rigidly by the Ministry of Education, MEXT², the National Curriculum, for example. The current system was established in 1947. It was the period just after the World War 2nd. Under this system, primary school³ is 6 years (6-12 years old), lower secondary school is 3 years (12-15 years old), upper secondary school is 3 years (15-18 years old), university is 4 years (18-22 years old), and primary and lower secondary are compulsory education. A model of this system was United States school system and, geography subject and history subject had been integrated social studies.

Fig. 1 shows geography related subjects in Japanese school system. In primary education, social studies had been taught all school years until 1991 FY. The 1989 revised National Curriculum enacted by MEXT unified social studies with science in 1st and 2nd years into new subject Life Environment Studies, and the new subject has been practiced from 1992 FY. During from 3rd to 6th school years in primary school, geography is integrated in a subject Social Studies.

In lower secondary school, subject is Social Studies, but it has 3 fields that consisted from geography, history and civics. Geography field and history field are usually taught independently on a school timetable and a school textbook. In upper secondary school⁴, the social studies was divided into Geography/History and Civics by 1989 revision. Geography is sub-subject of geography and history. World History is compulsory Sub-subject, both of Geography and Japanese history is elective sub-subject.

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² Current office is the Ministry of Education, Culture, Sports and Technology (MEXT).

³ MEXT called elementary school.

⁴ All upper secondary schools have entrance examination.

Fig.1: The School system and Geography related subjects in Japan

Age	School year	School type	Compulsory subject and its field or sub-subject	Required one sub-subject	Required one sub-subject		
17-18	Y12	Upper secondary school	Geography and History	World History	Geography	Civics	Current Society
16-17	Y11				Japanese History		Ethics
15-16	Y10						Economics and Politics
14-15	Y9	Lower secondary school	Social Studies	Civics field			
13-14	Y8			Geography field		History field	
12-13	Y7						
11-12	Y6	Elementary (Primary) school	Social Studies				
10-11	Y5						
9-10	Y4						
8- 9	Y3						
7- 8	Y2		Life Environment Studies				
6- 7	Y1						

II . Geography curriculum changes in secondary school

II – 1 Junior high (lower secondary)school curriculum revision in 2008

Before the revision of the high school curriculum, MEXT revised the National Curriculum for junior high schools in 2008. A characteristic of this new Junior high school geography curriculum is return to regional geography curriculum. I reported this change and its background on *Teaching Geography*.⁵

Outlines are followings.

Main parts in 1998 version were (1): Basic structure of the world and Japan, (2): regional survey and (3): Contemporary geography of Japan. In 2008 version are (1): Various regions in the world and (2): Various regions in Japan.

In previous version, 2 or 3 prefectures and 2 or 3 countries are studied as sample⁶. But in new version, every region in Japan/the world will be studied.⁷

⁵ SHIMURA, T. (2009): Japanese curriculum reflections .*Teaching Geography*, 34, 61-63.

⁶ ‘Sample studies’ was introduced to Japanese geography teaching around 1960, and have been used especially after 1998. This situation is contrastive to UK where “Sample studies” had been replaced to “Case study”. Detailed discussions is in SHIMURA,T.(2009) A bibliographical consideration of ‘Sample studies’ and ‘Case studies’ in England : from a viewpoint of Japanese geography education .The New Geography(*Shin-Chiri*), vol.57,A special issue for IGU-CGE in Tsukuba,Japan,pp.256-262. (written by English)

⁷ MEXT requires new regional geography teaching/learning method that is called topical or dynamic regional geography teaching/learning strategy. It means that 2008 version is not same as traditional regional geography.

II –2 High school (upper secondary)school curriculum revision in 2009

In March 2009, MEXT revised and enacted new high school National Curriculum that will be in practice 2013.

Fig. 2a/b shows contents of previous and new version in Geography A/B⁸. Geography A, 2 credits/2 hours per week was issues and skills based curriculum. New curriculum is succeeding these ideas from previous one, and is focusing on the living area/locality like in part (2).

Fig. 2a: Previous and new curriculum “Geography A” in high school

1999 version (practice from April. 2002)	2009vesion (practice from April. 2013)
(1) Characteristics of the current world and geographical skills	(1) Geographical considerations of characteristics and issues in the current world
A World on the globe and its regional construction	A Grasping the current world through globes and map
B The current world being connected	B Diversity of lives/cultures in the world
C Divergence in human activities and the current world	C Geographical considerations of the global issues
D Internationalization in surrounding locality	
(2) Grasping the issues in the current world, on the basis regional characteristics	(2) Geographical considerations of issues in the living area
A Geographical considerations of lives/cultures in the world	A Maps in everyday life
a Lives/cultures and environment in regions	B Natural environment and disaster prevention
b Lives/cultures in neighboring countries and Japan	C Geographical issues in the living area and fieldwork
B Geographical considerations of global issues	
a Global issues from a regional view	
b Global issues, that Japan and neighboring countries have been challenging, and international cooperation	

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On the contrast, Geography B, 4 credits/4 hours per week changed dramatically (Fig. 2b). The previous version consisted of 3 main parts, (1), (2) and (3). Part (1) was based on systematic geography curriculum approach, (2) was on curriculum approach like regional geography, (3) was on topical/issue oriented curriculum approach. Therefore 1999 version was mixed approach; put a special emphasis on concepts and geographical way of thinking. But these caused shortage of lesson time. And its solution was change /slim down of regional geography contents in 1999 version part (2).

⁸ There are no authorized English versions of Japanese National Curriculum. All English translations in this paper are private one by author.

Fig. 2b: Previous and new curriculum "Geography B" in high school

1999version (practice from April. 2002)	2009version (practice from April. 2013)
(1) Systematic geography considerations of the current world	(1) Various maps and geographical skills
A Natural environment	A Geographical information and skills
B Resources and industries	B Applications of maps and fieldwork
C Settlements and cultures of lives	
(2) Regional geography considerations of the current world	(2) Systematic geography considerations of the current world
A Regions on city/town/village scale(home region and distance region)	A Natural environment
B Regions on nation (2or3 regions as case)	B Resources and industries
C Regions on continent(2or3 regions as case)	C Population and settlements
	D Cultures of lives and people/religion
(3) Geographical considerations on issues in the current world	(3) Regional geography considerations of the current world
A Grasping issues through mapping	A Regional divisions of the current world
B Grasping issues through regional dividing	B Regions in the current world
C Status quo and issues of countries' connections	C Japan in the current world
D Studies of neighboring countries	
E Regional characteristics of environment/energy issues	
F Regional characteristics of population/food issues	
G Regional characteristics of residence/urban issues	
H Regional characteristics of people/territory issues	
2 themes from A-D, 2 themes from E-F	

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Main aim of Part (2) in Geography B was learning how to survey various scale regions, not understanding of various regions' characteristics in the world. Therefore, regions that students have to study were only 2 or 3 on each scale. This is different from traditional regional geography curriculum approach which focusing on contents, because 1999 focusing on skills and way of thinking⁹. But this innovative curriculum was not welcomed in Japanese educational field. This was almost same as Junior high school case¹⁰.

Revised 2009 version consists of 3 main parts, too. But base of contents is different from

⁹ I think 1999 curriculum changed strategy from "sample studies" to "case studies" in theoretically. *Ibid* 6

¹⁰ *Ibid* 5

previous one. Basis of (1) is on skills, (2) is on systematic and (3) is on regional approach. The heart of Part(3) is “B: Regions in the current world” In this section, students will learn more than 2or 3 regions through various regional study method, static regional geography approach, dynamic/topical regional geography approach, comparing regional geography approach, for example. These approaches mean that regional geography teaching/learning is not same as traditional regional geography strategy. But there is a trend of return to regional geography curriculum obviously.

III. History of high school Geography curriculum in Japan

III-1 Fundamental curriculum approach until 1979 :systematic(+regional)

Fig.3 shows a transition of high school Geography curriculum. Japanese curriculum has 7 revisions after 1951. Geography has been one of the independent sub-subjects from the beginning of new democratic educational system.

At a start of a new curriculum system, Geographical sub-subject was titled Human Geography that focusing on human aspect of geography. One reason of this title was adjustment for contents in Earth Science which has been a sub-subject in Science. And other reason was atmospheres of educational society in Japan. Those days were just after WW 2nd, and educational society was full of new educational idea like progressive education. And Japanese society had many problems about redevelopment of the land. Therefore Geography weighted human aspect and oriented topical/problem solving approach. Human Geography style was continued next 1956 version. These 1950's curriculum determined fundamental frame of Japanese high school geography curriculum. In other words, systematic geography curriculum approach has been fundamental frame until today.

In 1960, subject name was changed from Human Geography to Geography. 1960 Geography had A and B. Both adopted systematic curriculum approach entirely. A difference of A and B was credit/amounts of contents.

In 1970 version, we had a new framework. Geography A took over systematic approach from 1960 version. But Geography B completely adopted regional curriculum approach. 1970 version was the realization of Japanese educational parties, incl. geography educationalists, idea that “Both systematic geography and regional geography have same educational value”. This was the first and the last period that Japanese high school geography had regional geography curriculum independently. Geography party wished that students learn both of A and B. But practices in schools were very difficult. Because school curriculum was too crowded, so that students learn both A and B were a few.

Fig.3: Transition in Geography Curriculum Contents in Japan

Year	Subject	Main contents	Curriculum approach				Selection of matters	
			Systematic Geography	Regional geography	Topic based	Concept based	Case Studies	sample studies
1951 (1947)	Human Geography⑤	The ground as human activities Ways of production in premodern region Ways and places of modern production Ways in human beings settle on the Ways in human beings connections in the	◎		○			
1956	Human Geography③~ ⑤	Human beings and environment Nature affecting lives Agriculture and livestock farming Forestry and fishery Mining and industry General development of land Population Settlements Transportation Trade States and international relations Maps Fieldwork	◎		△			
1960	Geography A③	Maps Nature as environment Peoples in mankind Agriculture/livestock farming/Forestry / Mining and industry Development and preservation of Land Transportation/commerce States and international relations	◎					
	Geography B④	Region and life in social Maps Natural environment Agriculture and livestock farming Forestry/fishery Mining and industry Development and preservation of Land Rural/urban settlement Transportation/trade Population Race/people States and their groups	◎					
1970	Geography A③	Lives and geography Occupation and environment Resources and industry State and the world	◎				○	
	Geography B③	Human beings and the earth Regions in the world Connections in the world		◎				○
1979	Geography ④	Human beings and the earth Population and resources/industry Lives and region(incl. regions in the world) The world and Japan	◎	○			◎	○
1989	Geography A②	The Current world and region Lives/cultures of peoples and their Issues in the current world and international cooperation			◎	○	○	
	Geography B④	Region at the present day Human beings and environment (2or3 Lives and industry regions as The world and Japan case)	◎	○	○	◎	○	
1999	Geography A②				◎	◎	○	
	Geography B④		○		○	◎	○	
2009	Geography A②				◎	◎	○	
	Geography B④		◎	○	△	○	○	○

②,③...are credits

The most weighted◎—○—△— : The least weighted

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In order to solve this problem, 1979 version integrated A and B. At this integration, main curriculum approach was systematic. But regional curriculum approach was secondary. This version had like regional geography contents in “lives and region”. Section “lives and region” was consist of field survey, rural/urban settlements, states/people and regions in the world. The National Curriculum said that “Regions in the world is different from previous Geography B contents. The aim of this section is understanding of some regions characteristics’ and foster skills/ability to investigate regions. Therefore there is no necessity to study every region in the world. Students learn some regions. And number of regions has broad width” Actually, contents of this section in popular textbook was as follows.

- Divisions on the world
- Monsoon Asia
- West Asia and North Africa
- Middle and South Africa
- West Europe
- Old Soviet Union and East Europe
- Anglo America
- Latin America
- Oceania

These are similar to previous Geography B/regional geography approach¹¹.

This history mentioned above proves that fundamental curriculum approach in high school geography had been systematic one. Furthermore regional approach had been secondary principle obviously after 1970.

III-2 Fundamental curriculum approach after 1989 :systematic+topical(issues)+concepts

In 1989, Social Studies was divided 2 subjects, Geography and History, Civics. In this revision, Geography subject changed dramatically. Geography had 2 sub-subject, A and B. Geography A was topical curriculum which weighted issues in the current world. Geography B was like s previous one at glance, but it weighted concepts and topics (issues) in addition to systematic one. This meant that regional one decreased its proportion in whole curriculum.

And 1999 version succeed this trend. Fundamental approach in Geography A was topic/issues, Geography B was systematic. Both A and B directed toward concepts. In consequence, there are no regional elements in 1999 Geography A/B. The lack of regional geography element was revolutionary curriculum in Japanese high school geography history. And this new framework caused much criticism from ideas that mentioned above.

From the historical view point, new 2009 Geography B curriculum version have similar framework of 1989 B curriculum including regional geography elements. Geography A succeed

¹¹ On revision of junior high school curriculum in this period, World Regional geography contents were diminished. This was one background for continuance of regional geography contents in high school.

previous an approach that is based on topics/issues and concepts.

IV. Analyses of these transformation from Social Studies curriculum history

IV-1 History of Social Studies curriculum and Geography

Fig4 shows a transition of Social Studies education subjects. We can point some significant matters that have affected geography education.

1st is quantity of Social Studies credits have been decreasing consistently. Quantity of total credits in high school is around 90. At the beginnings of new democratic education, Social Studies are core of school subjects. Then our subjects had large amounts in whole school curriculum in 1950. But, after 1979, minimum request credits have become very few.

2nd is appearance of new sub-subject named Current Society (Modern Society) in 1979. Current Society was a newly-organized sub-subject and the sole compulsory sub-subject in Social Studies. This change occurred serious impacted on other sub-subjects, especially civics field (Ethics, Politics/Economics) and Geography. **Fig. 5** presented change of students who take each sub-subject. Until 1979 version practice, Almost students studied Geography, Ethics, and Politics/Economics. After 1979, these fell down sharply. One reason of this drop was minimizing of compulsory credits in Social Studies. Another one was contents of Current Society.

Fig.6a shows its contents. Current Society was integrated and fundamental field in Social Studies subject. Therefore, it had similar contents of other sub-subjects, especially similar with civics and Geography, not with History. Actually, many geography teachers were willing to teach this new subject with help of geography teaching strategy¹². These many challenges produced fruitful Current Society lesson practices that had many geographical contents. On the contrary to those successes, a decline of Geography subject in Social Studies curriculum was coming up.

3rd is division of high school Social Studies into Geography/History subject and Civics subject in 1989 revision. From this revision, World History has been compulsory sub-subject and quantity of enrollment has been most popular in **Fig.5**.¹³ This system has marginalized Geography in curriculum, more and more.

¹² In those days, a teacher certification of our subject was Social Studies. It means every Social Studies teacher can teach all sub-subjects in formally/principle. Actually, there was an atmosphere that history teachers were not willing to teach Current Society. And geography and civics teachers took positive on teaching Current Society.

¹³ But quantities of candidate for World History in National Center Examination for University have been not so large. At 2010 examination, the candidate quantity is smaller than Geography. The quantities are follows. World History A: 2188 persons, B: 94138, Japanese History A: 4368, B: 144366, Geography A: 5504, B: 109651. The most popular has been Japanese History.

Fig.4: Transition of Social Studies subjects

Year	Titles of subjects and sub-subjects	
1951 (1947)	Social Studies(10~25 credits)	
	Human Geography(5)	<i>General Social Studies(5)</i>
	World History(5)	Topic Issues(5)
	Japanese History(5)	
1956	Social Studies(9~20 credits)	
	Human Geography(3~5)	<i>Society(3~5)</i>
	World History(3~5)	Topic Issues(3~5)
	Japanese History(3~5)	
1960	Social Studies(10~15 credits)	
	Geography A(3)	<i>Politics/Economics(2)</i>
	Geography B(4)	<i>Ethics/Society(2)</i>
	World History A(3)	
	World History B(4)	
	Japanese History(3)	
1970	Social Studies(10~13 credits)	
	Geography A(3)	<i>Politics/Economics(2)</i>
	Geography B(3)	<i>Ethics/Society(2)</i>
	World History (3)	
	Japanese History(3)	
1979	Social Studies(4~20 credits)	
	Geography (4)	<i>Current Society(4)</i>
	World History(4)	<i>Politics/Economics(2)</i>
	Japanese History(4)	<i>Ethics(2)</i>
1989	Geography/History(4~)	Civics(4~)
	<i>World History A(2)orB(4)</i>	<i>Current Society(4)</i>
	Japanese History A(2)	or
	Japanese History B(4)	<i>Politics/Economics(2)</i>
	Geography A(2)	<i>Ethics(2)</i>
	Geography B(4)	
1999	Geography/History(4~)	Civics(4~)
	<i>World History A(2)orB(4)</i>	<i>Current Society(4)</i>
	Japanese History A(2)	or
	Japanese History B(4)	<i>Politics/Economics(2)</i>
	Geography A(2)	<i>Ethics(2)</i>
	Geography B(4)	
2009	Geography/History(4~)	Civics(4~)
	<i>World History A(2)orB(4)</i>	<i>Current Society(4)</i>
	Japanese History A(2)	or
	Japanese History B(4)	<i>Politics/Economics(2)</i>
	Geography A(2)	<i>Ethics(2)</i>
	Geography B(4)	

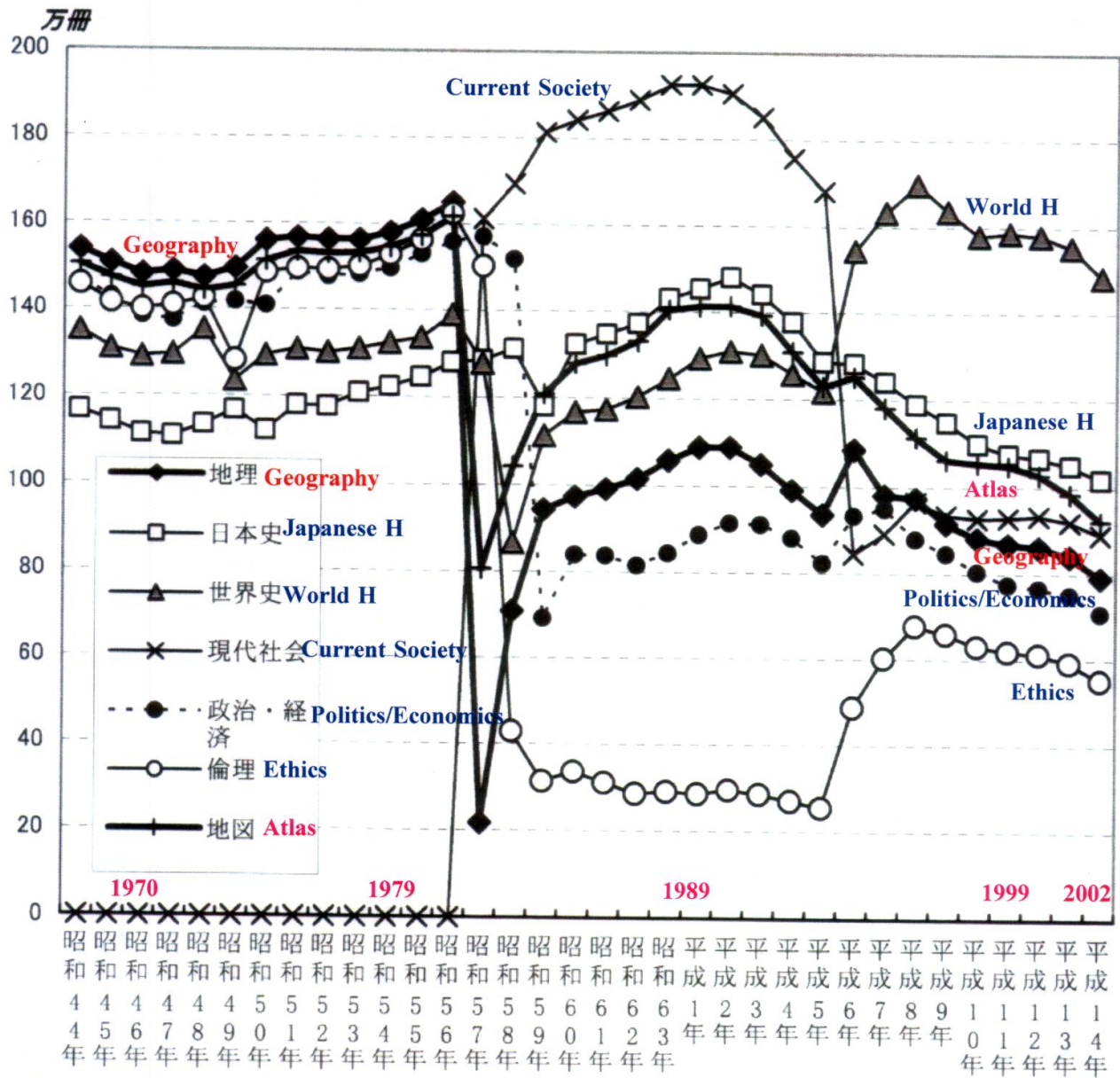
Italics are compulsory subjects

10~,2,3...are credits

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Fig. 5 Change of enrolled students

Ten thousands (by textbook sale)



Reprinted from Committee of geography and geography education (2007) "Gendaiteki kadai wo kirihiraku Chiri-Kyouiku" Science Council of Japan

Table 6a: "Current Society" curriculum in 1989 and 2009

1989 version	2009 version (practice from April. 2013)
(1) Fundamental issues in current society	(1) Society that we are living in
<div>A Current society and human beings</div> <div>Origin of current society/<u>Human beings and environment/Population issues and resources and energy</u></div>	(2) Current society and the way of life as human beings
<div>B Current economic society and welfare</div>	<div>The youth and forming themselves/Current democratic government and participation in politics/Respect for an individual and Rule of Law</div> <div><u>Current economic society and activities /The trend of international society and the role of Japan</u></div>
<div>C Current democratic government and international society</div>	(3) Aiming for living together
(2) Current society and the way of life	
<div>A Cultures in lives</div> <div><u>Cultures in regions and their exchanges on the world/Japanese life and tradition/The current culture</u></div>	
<div>B The youth and the quest for themselves</div>	
<div>C Ethics in the current society</div>	

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IV-2 Geography as sub-subject in Geography/History subject

After the whole curriculum revision in 1989, Geography has been one sub-subject in Geography/History subject. Aims of Geography/History are almost follows.

- 1: Foster understanding and knowledge about historical process in our land and the world
- 2: Foster understanding and knowledge about regional characteristics of lives and cultures in our land and the world
- 3: Develop consciousness and quality necessary for a member who live independently in democratic/peaceful state/society in international society

Part 1 demonstrates historical aim, part 2 demonstrates geographical aim. And aspect of part 1/2 is understanding and knowledge. Part 3 suggests final goal of geography/history learning, and aspect is value/attitude. This last aspect has been included in the ultimate goal of Social Studies subject aims. Comparing aims of Geography/History with aims of Social Studies from this aspect, we can find that significant of this aspect is less weighted than previous Social Studies. This reveals that Geography/History have had orientation forward understanding and knowledge than previous sub-subjects, geography and history potentially.

Fig.6-b/c shows contents of history curriculum in epoch-making year 1989 and newest 2009. Amounts of contents and descriptions have been changed. But fundamental curriculum

approach has never changed. That theory is chronological approach what has been traditional theory in Japanese history education field after modern age. There is complete contrast to geography curriculum transition that experienced radical change around 1950's and after 1970.

Table 6b: "World History B" curriculum in 1989 and 2009

1989 version	2009 version (practice from April. 2013)
(1) The origins of civilizations	(1) A door to world history introduction
(2) The formation and development of East Asian cultural zone	(2) The formation of regions in the world ancient
(3) West/South Asian cultural zone and east/west exchange	(3) The exchange and reorganization of regions in the world middle
(4) The formation and development of European cultural zone	(4) The connection and transformation of regions in the world modern
(5) The modern age and transformation of the world	(5) Coming of the global world 20c~
(6) The world in 20th century	
(7) Issues in the current world	

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Table 6c: "Japanese History B" curriculum in 1989 and 2009

1989version	2009 version (practice from April. 2013)
(1) The dawn of Japanese culture	(1) Japan and East Asia in the primitive/ancient age
(2) The formation of ancient state and culture	(2) Japan and East Asia in the middle age
(3) The formation of medieval society and culture	(3) Japan and the world in the later middle age
(4) Transition of the shogunate and domain system and culture	(4) The formation of modern Japan and the world
(5) The formation of modern Japan and Asia	(5) Japan and the world during world war I / II
(6) World war I / II and Japan	(6) The current world and Japan
(7) The current world and Japan	
(8) The history of locality/region and culture	

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V. Considerations of 2009 Geography curriculum change in subject system

V-1 Considering Geography curriculum in Social Studies: before 1989

Geography curriculum transition analyses mentioned above reveals follows.

(1): The most important fundamental curriculum making theory in Japanese high school

geography has been systematic approach.

(2): Secondary theory had been regional approach, especially in 1970's.

(3): Geography has included civic contents just from beginnings in 1950's.

Establishment of new compulsory sub-subject Current Society happened on these traditional conditions in 1979. This new subject had many contents like Geography. Therefore Geography had to appeal its identity/character what distinguish from Current Society. Consequently, the solution of this problem was succeeding of regional approach in addition to systematic one.

In schools, many Geography teachers taught not only Geography but all so other sub-subjects in Social Studies, especially Current Society. These realized fruitful lessons in both Current Society and Geography. These lessons were like integrated curriculum in total, and outcomes contributed to Social Studies educational goal what including value/attitude beside understanding/knowledge. But, these situations have disappeared after 1989.

V-2 Considering Geography curriculum in Geography/History: after 1989

In 1989, Social Studies have divided. Geography has been sub-subject in just Geography/History. Under this condition, Geography has continued its curriculum challenge. So, Geography curriculum has adopted topical (issue oriented) and concepts oriented approach. Typical is Geography A in 1999 version.

But, from the view of History education, these changes have been unique. History curriculum transition analyses mentioned above reveals follows.

(1): The fundamental curriculum making theory in Japanese high school history has been chronological approach.

(2): This chronological approach has never changed from just beginning of modern history education around late 19c. This approach is orthodoxy in Japanese education.

(3): After 1989, Geography has become the comparison to History in Geography/History subject, not in Social Studies one.

(4): In Geography/History subject, understanding/knowledge has been weighted than Civics, and Geography contents must match/balance with History contents. The curriculum approach that is the comparison/par to orthodox chronological approach is regional geography.

Under these conditions, we can understand that 2009 version is one solution in order to promote/salvage Geography in current curriculum system. Geography A succeeds challenges and adopts topical (issue)/concept orientation. Geography B integrates challenges and tradition including regional geography elements.

VI. Discussions

I guess that my considerations are too focusing upon institutional/legal aspect of curriculum. But this aspect is critical in Japan where education curriculum system is centralization and controlled by governments.

Fig.7 shows non-geography teachers view of geography contents in 1998. This research

reveals that civics teacher are willing teach Geography, History teacher are not on the contrast. In those days around 1989, most of teachers who taught Geography/History and Civics had Social Studies subject certification that covers all sub-subjects in our subject field. And numbers of geography specialist teachers have been little/short in our field. Then many civics teachers, who had learned geography just only in secondary school not majored in University, support Geography lessons in high schools.

Fig.7: Non-geography teachers view of geography contents in high school curriculum(1998)

Major realm in University	person	Good contents at teaching(% in total)	Weak contents at teaching(% in total)	Willing to teach geography(% in each major realm)	Unwilling to teach geography(% in each major realm)
History	35	Environmental issues(17.6%)	Climate(40.6%)	42.9%	45.7%
Politics/Economics	22	States and their groups/Territory and border(16.2%)	Topographical map(37.7)	59.1%	18.2%
Ethics	11	Geomorphology(16.2%)	World map projection and time difference(36.2%)	45.5%	9.1%
Other	5	Races and people(16.2%)	Field work(36.2%)		
total	73		Mining and industries(24.6%)		

From MUSHI, Kenichi(2000):Teacher's view of high school geographical education: A case study of teachers other than geography at Niigata prefecture . The SHIN-CHIRI,48(2),12-23

But these situations have changed. Teacher's certification has divided Geography/History and Civics. There is trend that younger teachers acquire only one certification of this couple, and teach only Geography/History or Civics. And younger teachers who have never learned Geography in high school days are increasing rapidly. Dose Geography/History certification teacher who has no geography learning experiences in high school wish to teach Geography as teacher? When those teachers organize school curriculum in their own schools, which sub-subject, geography or Japanese History, do they select? ¹⁴

¹⁴ This January/2010, educational board of Tokyo Metropolitan Government decided that all state high schools should place Japanese History as compulsory on every school curriculum in addition to World History. The reason is "Younger generation have not enough understanding/knowledge about our country. More understanding/knowledge about our country is necessary as Japanese person" Japanese History as compulsory must occurs serious marginalization of Geography in curriculum. Because, total compulsory credits of Geography/History is only 4 credits. Two compulsory sub-subjects, Japanese History and World History, are enough for this request. In

Of course, I know there are other substantial discussion points on our history like follows.

(1): What is a significant of Geography in Geography/History or Social Studies subject frame, with reference to educational goal?

(2): What is a meaning of regional geography learning in geography education?¹⁵

But, from a current Japanese situation around Geography, institutional/legal aspect of curriculum is serious problem. This is why I focusing upon this aspect at the end.

consequence, enrollment of Geography must decrease in Tokyo, where is the most influential place to all parts of our country. We are afraid of diffusing this decision to other regions.

¹⁵ Reconsideration of regional geography is crucial in Japan. In my personal view and little understanding about English geography education history, Madingley is a meaningful place in this sense. Because Madingley is the place where New Geography Teaching, that replaced orthodox regional geography teaching, began and was diffusing center place of new teaching in 1960's, like *Frontiers in Geographical Teaching*.